



# *Core Mindfulness*





# Core Mindfulness Skills

There are TWO types of mindfulness skills

1. What Skills (help us know what to do)

- Observe
- Describe
- Participating

2. How Skills (help us to know how to do it)

- Non-Judgmentally
- One-Mindfully
- Effectively

# Mindfulness

## What it's not:

- Something you need to be a Zen Buddhist to do



- Having perfect focus; never getting distracted



- A relaxation exercise



- An attempt to change yourself or the world



## What it is:

- Everyone can be mindful (whether you know it yet or not)



- Choosing to try to keep your focus even though distractions will probably arise again and again



- An exercise in maintaining focus (sometimes relaxation is a side effect of mindfulness, other times it isn't)



- Mindfulness is a nonjudgmental acceptance of reality (even though it may lead you to make changes)



# Mindfulness

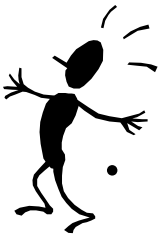
## What it's not:



- A mystical and mysterious quality
- Blocking or pushing away a thought or feeling



- A quick fix; a cure-all

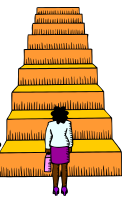


- A skill you learn all at once, in an "aha!" moment

## What it is:

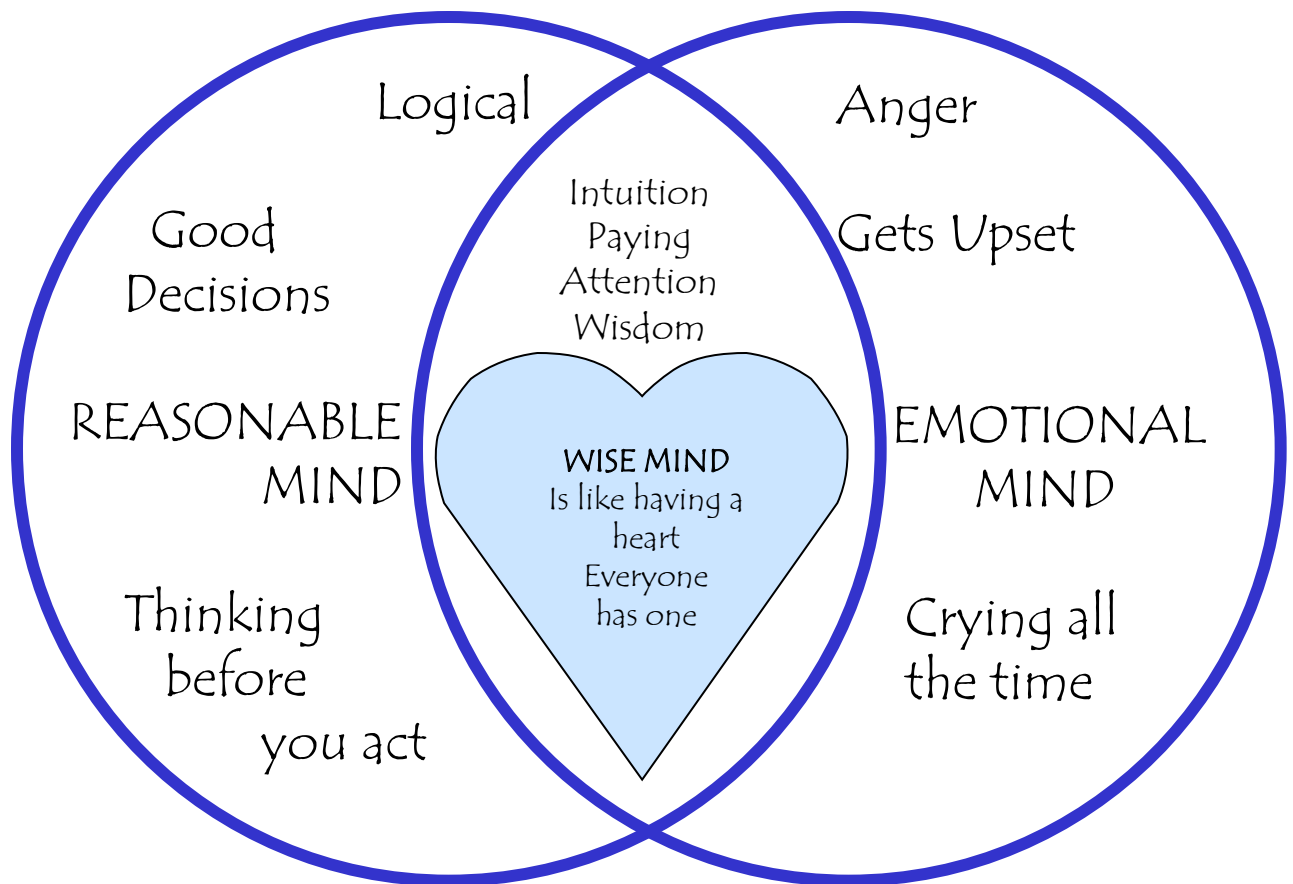


- Awareness; attention; choosing to focus on something
- *Noticing* a thought or feeling (then - *maybe* choosing to focus on something else **Detour**)
- A first step in getting out of depression; a first step in using other skills
- A skill that takes lots of practice



# States of Mind

Learning to be in control of your mind instead of letting your mind be in control of you



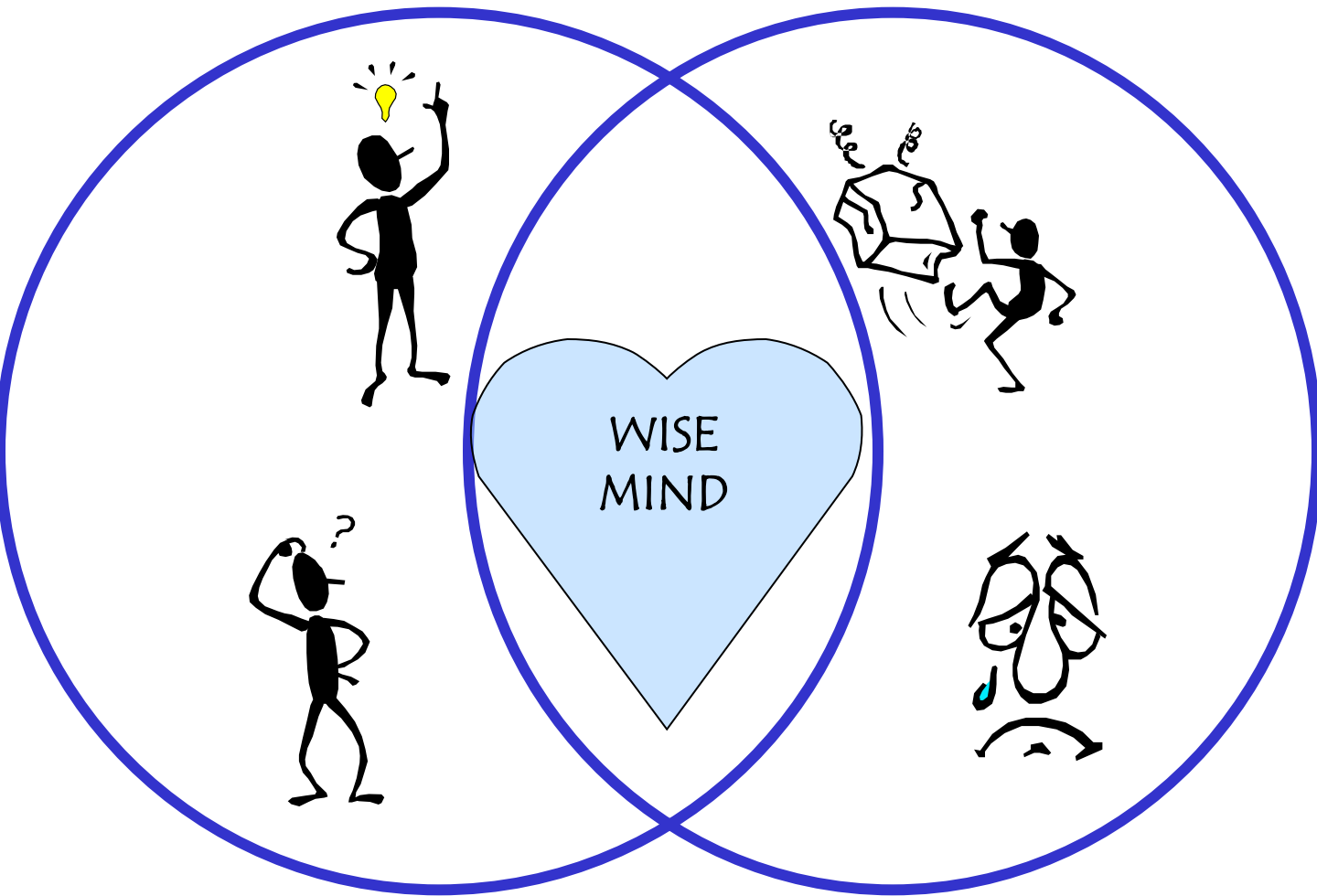
REASONABLE MIND is like being cool and calm. It is easy to think clearly and to solve problems.

EMOTIONAL MIND is hot and like fire. It can feel OUT of CONTROL.

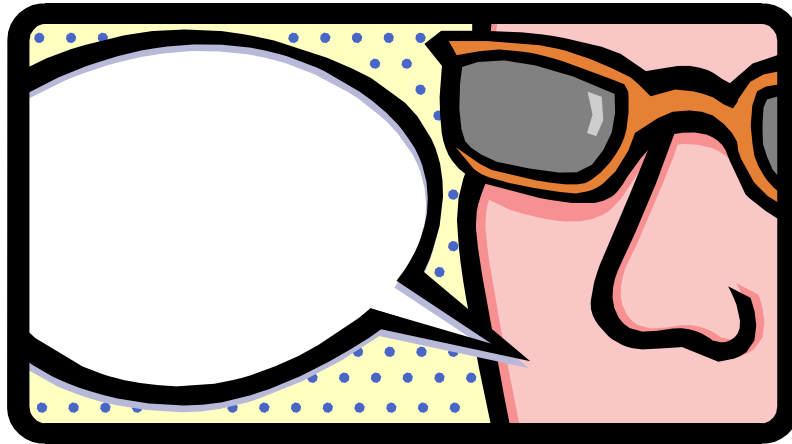
# States of Mind

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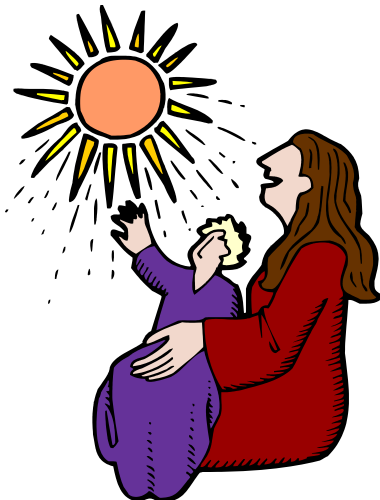
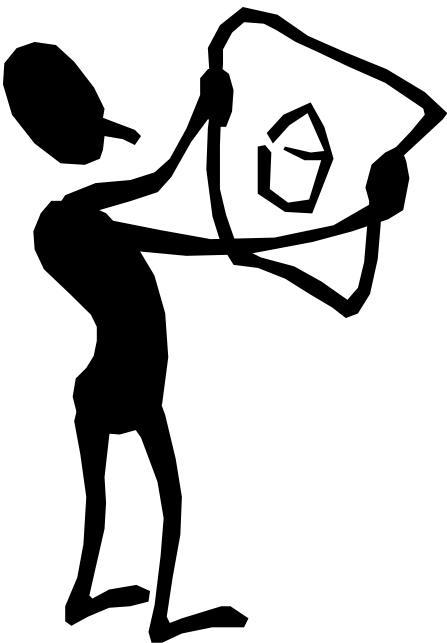


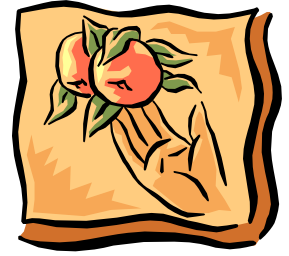
# WHAT SKILLS



# WHAT SKILLS

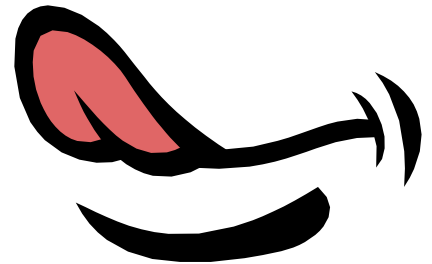
## Observe





# OBSERVE

- ❖ Just look (no words)
- ❖ Teflon mind (let thoughts slip right out)
- ❖ Smell the roses  
(notice your senses - eyes, ears, nose, skin, tongue)



# WHAT SKILLS

Describe



words

words

words



# Describing Defined



Observing is like sensing;  
there are no words.

Describing is using words to  
represent what your  
observe~

---

Observing is noticing and  
attending.

Describing is a reaction to  
observing; it is labeling what is  
observed~

Describing is "just the facts."  
while judging is labeling  
something in an evaluative  
way~

# WHAT SKILLS

## Participate





# Definition of Participate

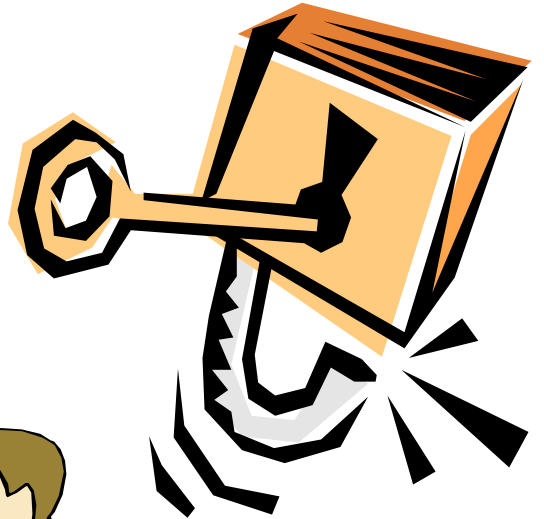
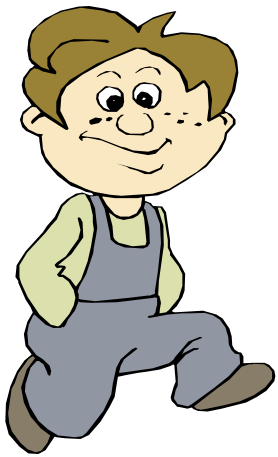


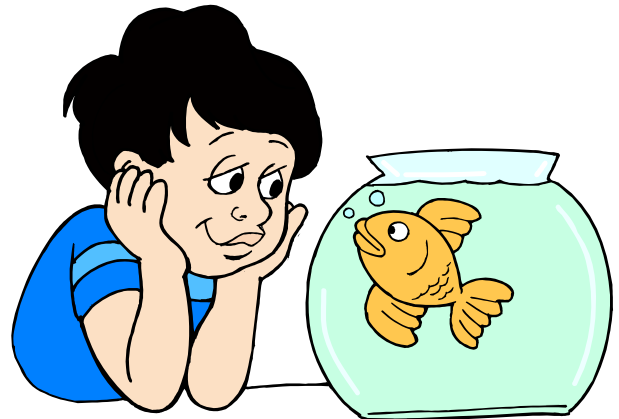
Participating is being part of what happens.





# HOW SKILLS

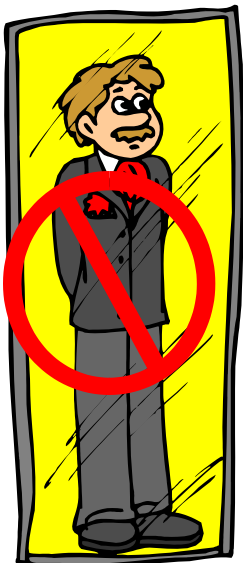




How Skills



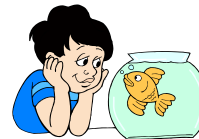
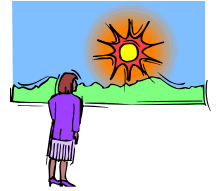
Non-judgmentally



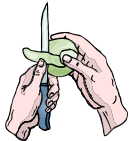
# NON-JUDGMENTALLY



- See but Don't Evaluate. Take a nonjudgmental stance. Just the facts. Focus on the "what," not the "good" or "bad," the "terrible" or "wonderful," the "should" or "should not."



- UNGLUE YOUR OPINIONS from facts, from the "how, what, when, and where."



- ACCEPT each moment, each event, as a blanket spread out on the lawn accepts both the rain and the sun, each leaf that falls upon it.



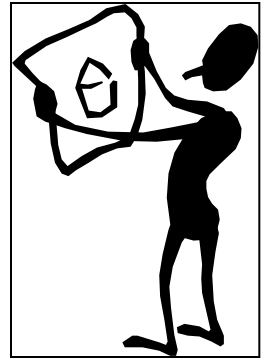
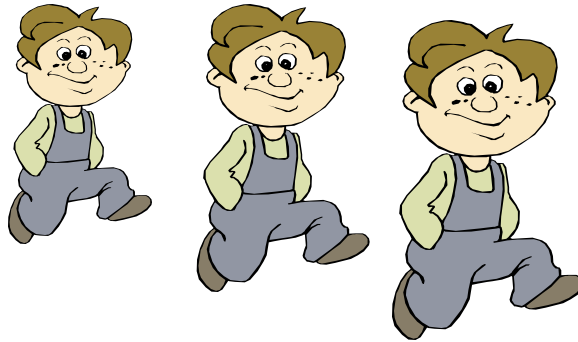
- ACKNOWLEDGE the helpful, the wholesome, but don't judge it. Acknowledge the harmful, the unwholesome, but don't judge it.



- When you find yourself judging, DON'T JUDGE YOUR JUDGING.



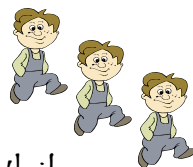
# Definition of One-Mindfully



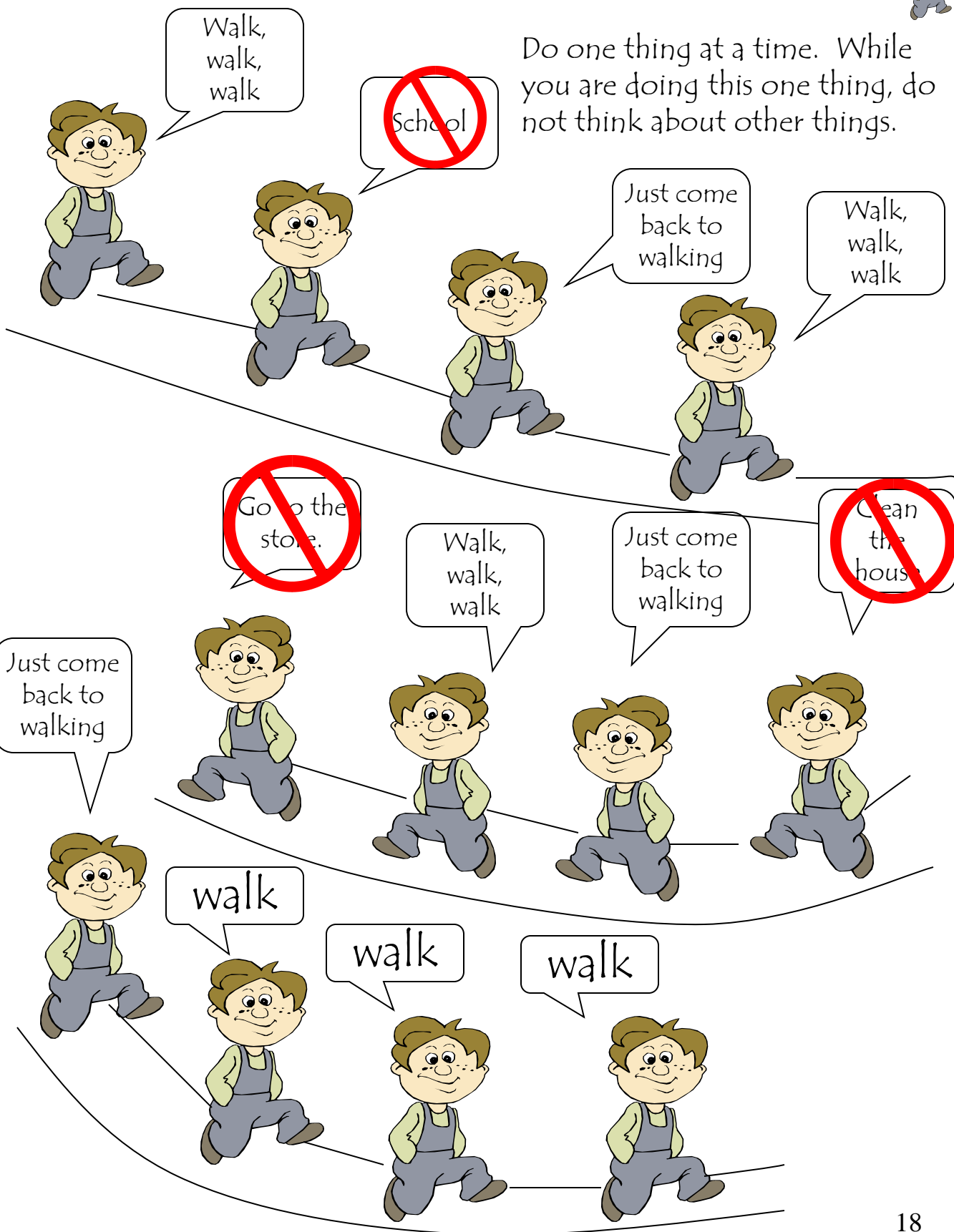
One-mindfully is to focus on one thing in the moment.  
One-mindfully is the process of doing one thing with awareness.  
It's emphasis is on focusing attention on only **one** activity or **one** thing at a time, bringing the whole person to bear on a task or activity.

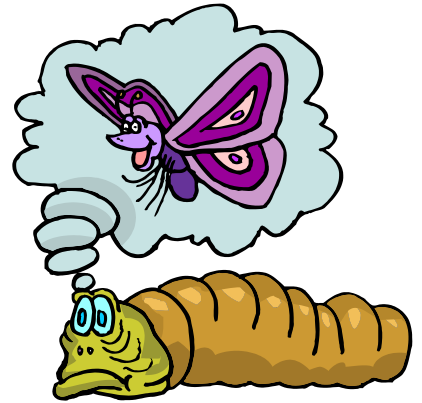


# ONE-MINDFULLY



Do one thing at a time. While you are doing this one thing, do not think about other things.

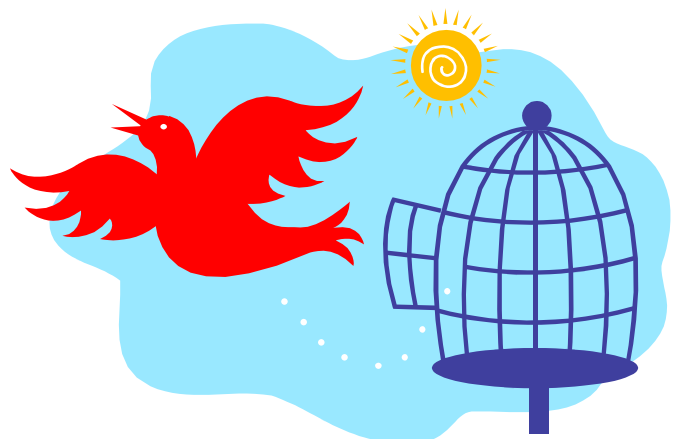




# How Skills

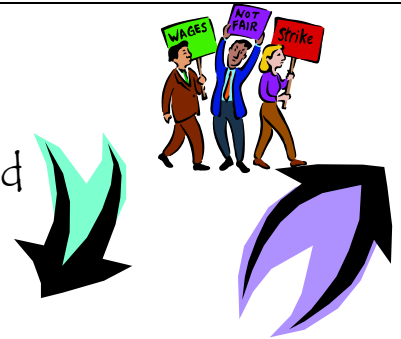


# Effectively



# Effectively

- ◇ FOCUS ON WHAT WORKS. Do what needs to be done in each situation. Stay away from "fair" and "unfair," "right" and "wrong," "should" and "should not."



- ◇ PLAY BY THE RULES. Don't "cut off your nose to spite your face."

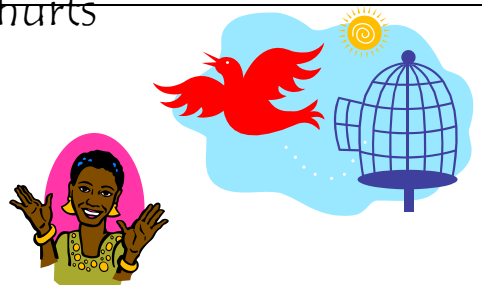
- ◇ Act as SKILLFULLY as you can, meeting the needs of the situation you are in. Not the situation you wish you were in; not the one that is just; not the one that is more comfortable; not the one that....



- ◇ Keep an eye on YOUR OBJECTIVES in the situation and do what is necessary to achieve them.



- ◇ LET GO of vengeance, useless anger, and righteousness that hurts you and doesn't work.





# Interpersonal Effectiveness



# Interpersonal Effectiveness Attending to Relationships

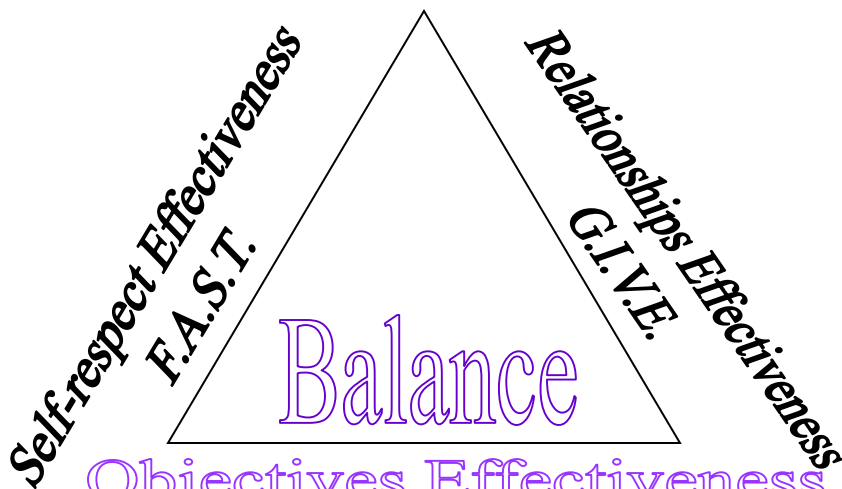
*Maintain a position  
Just say no*

*Make a request  
Start a conversation*

*Wants  
Priorities*

*Skills*

*Shoulds  
Demands*



*"I got what I wanted"*

*D.E.A.R. M.A.N.*

*Self-Mastery  
Self-Respect*

# Objectives Effectiveness Skills

***D*** *escribe*

***E*** *xpress*

***A*** *ssert*

***R*** *einforce*

***M*** *indful*

***A*** *ppear confident*

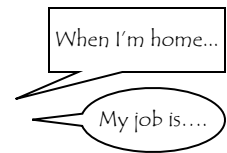
***N*** *egotiate*

# Objective Effectiveness Handout 8

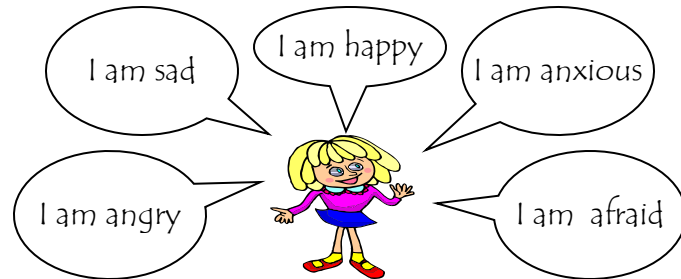
## D.E.A.R. M.A.N.



- **Describe:** Describe the current **SITUATION** (if necessary). Tell the person exactly what you are reacting to. Stick to the facts.



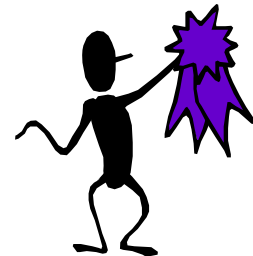
- **Express:** Express your **FEELINGS** and **OPINIONS** about the situation. Assume that your feelings and opinions are not self-evident. Give a brief rationale. Use phrases such as "I want," "I don't want," instead of "I need," "You should," or "I can't."



- **Assert:** Assert yourself by **ASKING** for what you want or **SAYING NO** clearly. Assume that others will not figure it out or do what you want unless you ask. Assume that others cannot read your mind. Don't expect others to know how hard it is for you to ask directly for what you want.



- **Reinforce:** Reinforce or reward the person ahead of time by explaining **CONSEQUENCES**. Tell the person the positive effects of your not getting it. Help the person feel good ahead of time for doing or accepting what you want. Reward him or her afterwards.



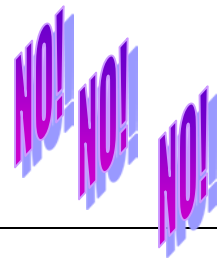
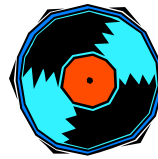
# Objective Effectiveness Handout 8

## D.E.A.R. M.A.N.



(stay) **Mindful**: Keep your focus ON YOUR OBJECTIVES. Maintain your position. Don't be distracted.

- “Broken record”: Keep asking, saying no, or expressing your opinion over and over and over.
- Ignore: If another person attacks, threatens, or tries to change the subject, ignore the threats, comments, or attempts to divert you. Don't respond to attacks. Ignore distractions. Just keep making your point.



**Appear** confident: Appear EFFECTIVE and competent. Use a confident voice tone and physical manner; make good eye contact. No stammering, whispering, staring at the floor, retreating, saying “I'm not sure,” etc.



**Negotiate**: Be willing to GIVE TO GET. Offer and ask for alternative solutions to the problem. Reduce your request. Maintain no, but offer to do something else or to solve the problem another way. Focus on what will work.

- Turn the tables: Turn the problem over to the other person. Ask for alternative solutions: “What do you think we should do?” “I'm not able to say yes, and you seem to really want me to. What can we do here?” “How can we solve this problem?”



# Relationship Effectiveness

entle

nterested

alidated

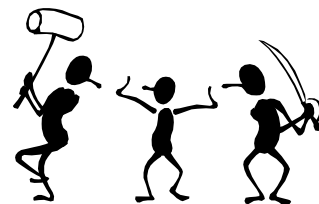
asy manner

# Interpersonal Effectiveness Handout 9

## Relationship Effectiveness: G.I.V.E.



- **(be) Gentle:** Be COURTEOUS and temperate in your approach.
  - No attacks: No verbal or physical attacks. No hitting, clenching fist. Express anger directly.
  - No “manipulative; statements. No hidden threats. No “I’ll kill myself if you...” Tolerate a no to requests. Stay in the discussion even if it gets painful. Exit gracefully.
  - No judging: No moralizing. No “If you were a good person, you would...” No “You should...” “You shouldn’t...”



- **(act) Interested:** LISTEN and be interested in the other person. Listen to the other person’s point of view, opinion, reasons for saying no, or reasons for making a request of you. Don’t interrupt, talk over, etc. Be sensitive to the person’s desire to have the discussion at a later time. Be patient.



- **Validate:** Validate or ACKNOWLEDGE the other person’s feelings, wants, difficulties, and opinions about the situation. Be nonjudgmental out loud: “I can understand how you feel, but...”; “I realize this is hard for you, but...”; “I see that you are busy, and...”



- **(use an) Easy manner:** Use a little humor. SMILE. Ease the person along. Be light-hearted. Wheedle. Use a “soft sell” over a “hard sell.” Be political.



**Self-Respect**

**Accountability**

**F**air

**A**pologies (not!)

**S**tick to values

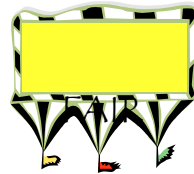
**T**ruthful

# Interpersonal Effectiveness Handout 10

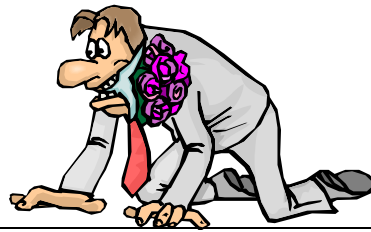
## Guidelines for Self-Respect Effectiveness: Keeping Your Respect for Yourself



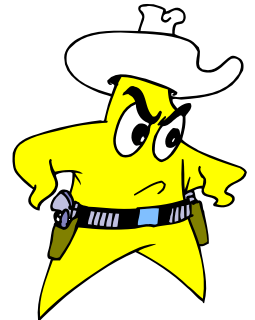
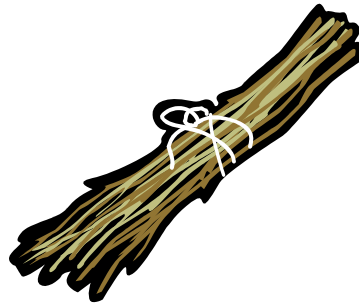
- (be) **F**air: Be fair to YOURSELF and to the OTHER person.



- (no) **A**pologies: No OVERLY apologetic behavior. No apologizing for being alive, for making a request at all. No apologies for having an opinion, for disagreeing.

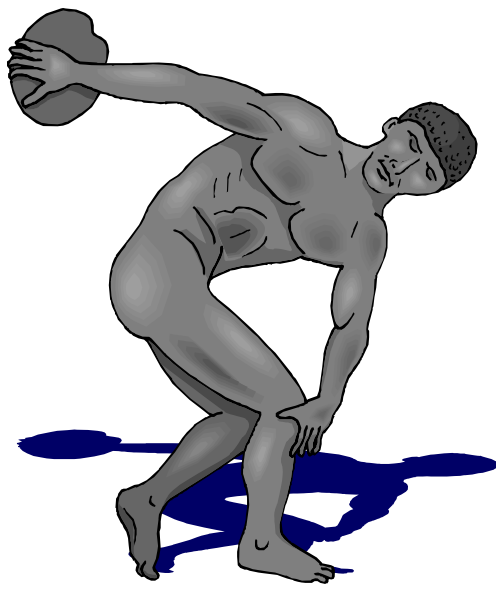


- **S**tick to values: Stick to YOUR OWN values. Don't sell out your values or integrity for reasons that aren't very important. Be clear on what you believe is the moral or valued way of thinking and acting, and "stick" to your guns.



- (be) **T**ruthful: DON'T LIE, ACT HELPLESS when you are not, or EXAGGERATE. Don't make up excuses.





# Emotion Regulation

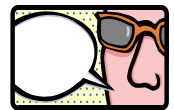


# Emotion Regulation Handout 1

## Goals of Emotion Regulation Training

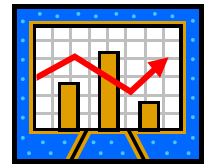
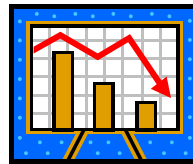
### UNDERSTAND EMOTIONS YOU EXPERIENCE

- Identify (observe and describe) emotion.
- Understand what emotions do for you.



### REDUCE EMOTIONAL VULNERABILITY

- Decrease negative vulnerability (vulnerability to emotion mind).
- Increase positive emotions.



### DECREASE EMOTIONAL SUFFERING

- Let go of painful emotions through mindfulness.
- Change painful emotions through opposite action.



# Emotions That Have Potential to Be Out of Balance

- LOVE



- ANGER



- FEAR



- JOY

- SADNESS



- SHAME





# Emotion regulation handout 5

## What good are emotions?

### **Emotions Communicate to (and influence) Others.**

- Facial expressions are a hard-wired part of emotions. In primitive societies and among animals, facial expressions communicate like words. Even in modern societies, facial expressions communicate faster than words.
- When it is important to us to communicate to others, or send them a message, it can be very hard for us to change our emotions.
- Whether we intend it or not, the communication of emotions influences others.

### **Emotions Organize and Motivate Action.**

- Emotions motivate our behavior. The action urge connected to specific emotions is often “hard-wired.” Emotions prepare us for action.
- Emotions save time in getting us to act in important situations. We don’t have to think everything through.
- Strong emotions help us overcome obstacles - in our mind and in the environment.

### **Emotions Can Be Self-Validating.**

- Our emotional reaction to other people and to events can give us information about the situation. Emotions can be signals or alarms that something is happening.
- When this is carried to an extreme, emotions are treated as facts: “If I feel incompetent, I am.” “If I get depressed when left alone, I shouldn’t be left alone.” “If I feel right about something, it is right.” “If I’m afraid, it is threatening.” “I love him, so he must be OK.”

# Emotion Regulation Handout 6

## Reducing Vulnerability to Negative Emotions: How to Stay Out of Emotion Mind

A way to remember these skills is to remember the term "PLEASE MASTERY."

Treat Physical L illness  
Balance Eating  
Avoid Mood-Altering drugs  
Balance Sleep  
Get Exercise  
Build MASTERY

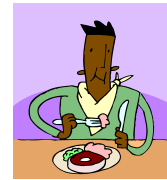
### 1. Treat Physical L illness:

- Take care of your body. See a doctor when necessary. Take prescribed medication.



### 2. Balance Eating:

- Don't eat too much or too little. Stay away from foods that make you feel overly emotional.



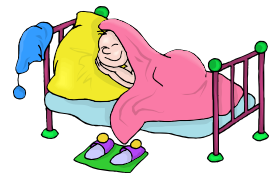
### 3. Avoid mood-Altering drugs:

- Stay off non-prescribed drugs, including alcohol.



### 4. Balance Sleep:

- Try to get the amount of sleep that helps you feel good. Keep to a sleep program if you are having difficulty sleeping.



### 5. Get Exercise:

- Do some sort of exercise every day; try to build up to 20 minutes of vigorous exercise.



### 6. Build MASTERY:

- Try to do one thing a day to make yourself feel competent and in control.



# Reduce Vulnerability:

## P.L.E.A.S.E. MASTERY



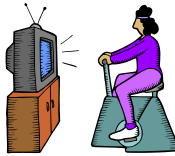
### ♦balance Sleep:

- ♦try to get the amount of sleep that helps you feel good – not too much or too little
- ♦too little sleep, especially, can make you particularly vulnerable to negative emotions; it may be part of a depression syndrome



### ♦get Exercise:

- ♦aerobic exercise, done consistently, is an antidepressant. In addition, a regular exercise schedule can build mastery.
- ♦Consistent exercise requires self-management skills



### ♦build MASTERy

- ♦do things that make you feel competent, self-confident, in control, and capable of mastering things.
- ♦You become more resistant to depression and other negative emotions.
- ♦This usually requires doing something that is at least a little bit hard or challenging.



# Emotion Regulation

## Handout 10

### Opposite-to-Emotion Action



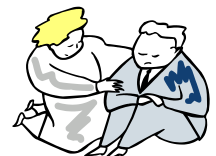
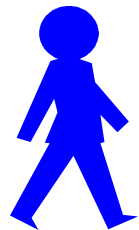
- SADNESS OR DEPRESSION:

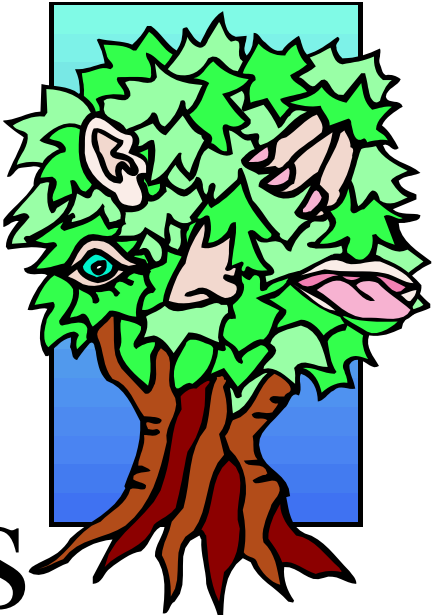
- Get ACTIVE.  
APPROACH, don't avoid.
- Do things that make you  
feel COMPETENT AND  
SELF-CONFIDENT.



- ANGER:

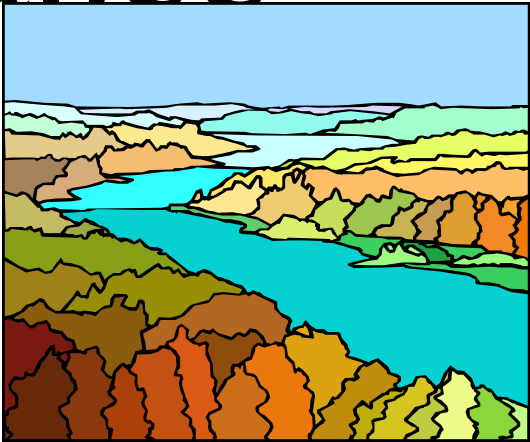
- Gently AVOID person you  
are angry with rather than  
attacking. (Avoid thinking  
about him or her rather than  
ruminating.)
- Do something NICE rather  
than mean or attacking.
- Imagine SYMPATHY  
AND EMPATHY for other  
person rather than blame.





# Distress

# Tolerance

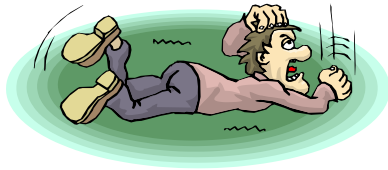


Tolerating  
Pros Cons

+

Not Tolerating  
Pros Cons

-





# The Four Causes of Suffering



★ Not getting what you want

★ Getting what you want and not being satisfied with it



★ Having to endure the absence of those or that which you love

★ Having to endure the presence of those or that which you do not love



# Distress Tolerance Handout 1

## Crisis Survival Strategies

### DISTRACT with "Wise Mind ACCEPTS."

#### Activities

Contributing  
Comparisons  
Emotions  
Pushing away  
Thoughts  
Sensations



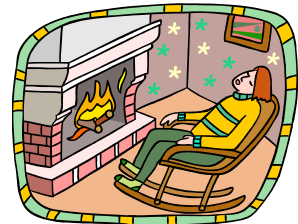
### SELF-SOOTHE the FIVE SENSES



Vision  
Hearing  
Smell  
Taste  
Touch

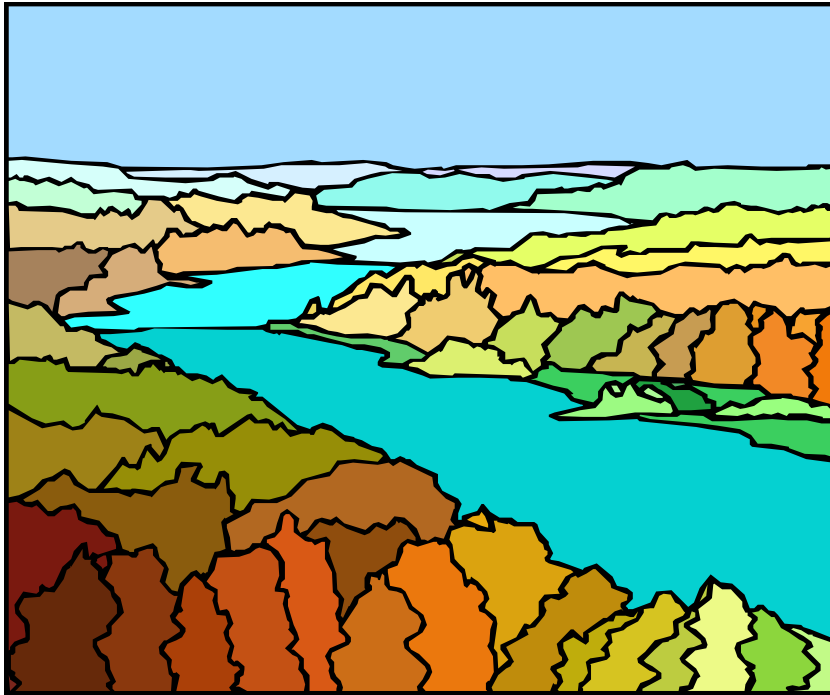
### IMPROVE THE MOMENT

Imagery  
Meaning  
Prayer  
Relaxation  
One thing at a time  
Vacation  
Encouragement



### PROS AND CONS

# RADICAL ACCEPTANCE

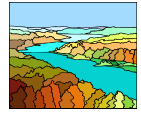


## Definition

Letting go of fighting reality,  
accepting reality, going with the  
flow, and tolerating the moment.

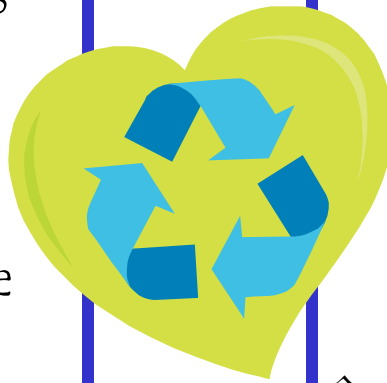
# Radical Acceptance

## Replace WILLFULNESS with WILLINGNESS



### Willfulness

- ◇ Willfulness is SITTING ON YOUR HANDS when action is needed. Refusing to make changes that are needed.
- ◇ Willfulness is GIVING UP.
- ◇ Willfulness is the OPPOSITE OF "DOING WHAT WORKS," being effective.
- ◇ Willfulness is trying to FIX every situation.
- ◇ Willfulness is REFUSING TO TOLERATE the moment.



### Willingness

- ◇ Willingness is DOING JUST WHAT IS NEEDED in each situation, in an unpretentious way. It is focusing on effectiveness. Willingness is listening very carefully to your WISE MIND, acting from your inner self.
- ◇ Willingness is ALLOWING into awareness your connection to the universe – to the earth, to the floor you are standing on, to the chair you are sitting on, to the person you are talking to.